DOCUMENT RESUME

ED 251 381 SO 016 075

TITLE	Developing Character: Transmitting Knowledge. Sustaining the Momentum for Reform in American Education. A Thanksgiving Day Statement by a Group of 27 Americans.
INSTITUTION	Thanksgiving Statement Group, Posen, IL.
SPONS AGENCY	J.M. Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.
PUB DATE	21 Nov 84
NOTE	40p.
AVAILABLE FROM	The Thanksgiving Statement, c/o ARL, 2605 West 147th St., Posen, IL 60469 ($4.00 prepaid; $3.00 for 10 or more copies).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Academically Gifted; Curriculum Development; Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Educational Research; Elementary Secondary Education; Higher Education; *Personality Development; Position Papers; *Student Needs; Teacher Evaluation; Teacher Improvement; Textbooks
IDENTIFIERS	*Character Education

ABSTRACT

A joint statement by 27 scholars, educators, and policymakers focuses on the question of character development in American education, as well as the general need to sustain the momentum of reform brought about by numerous national reports on education. Following an executive summary which presents a rationale for the statement, material is divided into nine sections. Each section addresses a particular issue: developing good character in the young, improving academic performance by all students, maintaining demands on the academically talented, strenghtening teachers and teaching, upgrading curriculum and textbooks, providing choice for parents and pupils, revitalizing education policymaking and research. re-evaluating undergraduate education, and receiving accurate information on schools and pupils. For each issue, an explanatory paragraph is followed by discussion and several concrete recommendations. Where relevant, charts and graphs provide statistical support for general statements. A concluding statement is accompanied by a chart allocating responsibility for action on the nine issues to parents, teachers, schools, districts, government agencies, the media, researchers, higher education, private interest groups, citizens, and the courts. Statements of partial dissent by some signers concludes the publication. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED251381

Sustaining the Momentum for Reform in American Education

Executive summary

Developing good character in the young

Improving academic performance by all students

Maintaining demands on the academically talented

Strengthening teachers and teaching

Upgrading curriculum and textbooks

Providing choice for parents and pupils

Revitalizing education policymaking and research

Reevaluating undergraduate education

Receiving accurate information on schools and pupils

SP 016 075

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. A Wynne

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Thanksgiving Day Statement by A Group of 27 Americans

Chicago, Illinois, 1984

SIGNERS

Edward A. Wynne (Editor), Professor of Education, University of Illinois at Chicago. He is the author or editor of six books, and over 70 articles, reports, and chapters. He is also Editor of **Character II**, a bi-monthly newsletter about the public and private policies shaping the character of young Americans, and Coordinator of "For Character", a Chicago-area school recognition program.

Herbert J. Walberg (Co-editor), is a psychologist and Research Professor of Education, University of Illinois at Chicago. He has written over 300 articles and chapters, and written or edited 21 books on educational productivity and related topics. He has served as advisor to the Illinois Office of Education, the U.S. Department of Education, the Office of the President, and the national boards of education in Singapore and Sweden.

David A. Bennett, Ph.D., Superintendent of Schools, St. Paul, Minnesota. Prior to assuming his position in October, 1984, he served as Deputy Superintendent, Milwaukee Public schools for eight years. He has written numerous articles on school integration, educational equity and adequacy, and is consultant to many school districts on school desegregation and the use of magnet schools in that process.

Urie Bronfenbrenner, Jacob Gould Professor of Human Development and Family Studies, Cornell University. He was cited as Outstanding Researcher, American Education Research Association, 1975; recipient of the Kurt Lewin Award, American Psychological Association, 1977; and received the Anisfield-Wolf Award in Racial Relations in 1981, for his book, **The Ecology of Human Development.** He is a member of numerous national and international commissions on children, the American Academy of Arts and Sciences and the National Academy of Education.

Allan C. Carlson, Ph.D., Executive Vice President, The Rockford Institute (Rockford, IL), and Editor of its publication **Persuasion at Work.** His articles on education and family policy questions have appeared in **The Public Interest, Policy Review, Education Week, Regulation, Current Issues in Education,** and other journals.

William D. Coats, Ph.D., President, Youth Enrichment Services (St. Clair Shore, MI), and Executive Director, Education Voucher Institute. He was formerlly Superintendent, Grosse Point Public schools; Superintendent, Kalamazoo Public Schools; and Professor, University of Michigan. He is widely published in professional journals on education.

Paul De Hart Hurd, Professor Emeritus of Education, Stanford University. He has written extensively on the underlying policies and conditions of pre-college science education in the U.S. and the Peoples Republic of China. His most recent publication is **Reforming Science Education: The Search for the New Vision.** He is a member of the Six Hundred (the Northeast Asia-U.S. Forum on International Policy, sponsored by Stanford), and the Academy of Independent Scholars.

Stanley M. Elam, Contributing Editor, **Phi Delta Kappan** (Bloomington, IN). For over ten years, he served as Editor, **Phi Delta Kappan**, and Director of Publication, Phi Delta Kappan. **The Kappan** is a monthly magazine for education administrators, with a readership of over 100,000.

Raymond English, Senior Vice President, Ethicsand Public Policy Center (Washington, D.C.). He was formerly director of a social science textbook series, **Concepts and Inquiry;** and Chair, Department of Political Science, Kenyon College. He is the author and editor of many publications on education and politics, including **Constitutional Democracy versus Utopian Democracy** and **The Grenada Mission.**

Jim Enochs, Assistant Superintendent of Schools, Modesto California. He developed an education program, "Academic Expectations and the Fourth R — Responsibility", which was featured in the **Christian Science Monitor**, the **New York Times**, Associated Press, CBS News, and public television. He is the consultant to numerous school districts and state departments of education, and also the author of many articles in education periodicals.

Nathan Glazer, Professor of Education and Sociology, Harvard University. He is Co-editor of **The Public Interest**, a quarterly journal, and author of numerous books and articles on education and public policy. His most recent book is **Ethnic Dilemmas.**

Joseph C. Harder, Member, Kansas State Senate (Mound Ridge, KN). He is: Chair, Kansas Education Master Planning Committee; Commissioner, Education Commission of the States; and Member, Education Committee, National Conference of State Legislators. He is a former businessman.

Barbara Heyns, Professor of Sociology, New York University and Director, Center for Applied Social Science Research. She was previously on the faculties of the University of California, Berkeley, and the Harvard Graduate School of Education. In addition to numerous articles, she is the author of **Summer Learning and the Effects of Schooling**, and co-author of **Inequality — A Reassessment of the Effects of Family and Schooling in America.**

Acknowledgements:

The development publication, and distribution of this statement were supported by grants from the J.M. Foundation, New York, N.Y., The Johnson Foundation, Racine, Wisconsin, and an anonymous donor. In addition to the efforts of the signers, many persons assisted in this project, including: Meg Halsely, typing; Dorothy O'Malley, organizing publicity; Janice Rajecki, artwork; Thomas Weinstein, computer work; Dr. Judith F. Wynne, editorial assistance; Lawrence Uzzell, media relations; and a number of the signers' colleagues who offered valuable advice.

NOT FOR PRESS RELEASE
UNTIL NOVEMBER 21, 1984

DEVELOPING CHARACTER: TRANSMITTING KNOWLEDGE

Sustaining the Momentum for Reform in American Education

We, the authors of this Thanksgiving Day Statement, are an ad hoc group of twenty-seven scholars, educators, and policymakers We assembled on our own initiative and developed this Statement because we fear our education system is not properly insuring the continuity of our country. We chose this occasion for our Statement because there is an important connection between the historic values of our country and what our schools are doing — or failing to do.

Readers are familiar with numerous reports and statements which itemize the deficiencies of our education institutions and recommend corrective measures. We generally sympathize with the themes of these reports. We especially laud the warning of the National Commission on Excellence in Education that we are threatened by a "rising tide of mediocrity." But, despite their diverse recommendations, the reports have bypassed the critical issue of youth character. When the issue has been addressed, the reports have failed to offer concrete, practical measures, applicable at all educational levels, to deal with the problems we identify.

An Executive Summary: Why Is This Statement Unique?

The general silence, or timidity, about the topic of youth character is especially incongruous at this time. Our national rates of youth death by suicide and homicide and levels of adolescent out-of-wedlock births, are at, or near, the highest points in American history — since 1607. (When we call such statistics "rates," we mean they allow for changes in population size, or the comparative proportions of youths and adults.) Other data about youth disorder are equally distressing.

Our Statement analyzes the critical challenge implicit in such statistics. The analysis recommends specific steps which can be taken to deal with the existing deficiencies in our schools' character policies. Many schools are now using some of the measures we recommend, but the measures have not become a matter of popular concern. Our proposal bypasses a number of controversial and problematic topics such as values education, sex education, and the proposed constitutional amendment facilitating school prayer. We believe other constructive steps can be taken which are more effective and less divisive.

In addition to its concern with youth character our Statement is directed toward a number of other important education topics and offers significant, often original, proposals for improvement. In the area of academic standards we urge that schools intensify their efforts to move pupils toward higher levels of learning, We make recommendations about promotion policies, revisions in pupil grading policies, the role of education research in curriculum decisions, and the essential part parents should — and must — play in assisting pupils' progress. We emphasize that the major cause for the notorious reading score decline has been the notable

slackening in performance by presumably more able pupils. We propose that minimum competency tests not be used to excuse these pupils from learning demands, and we suggest the prudent application of pupil grouping by ability to assist better-targeted instruction. The development of differentiated high school degrees — such as the New York State Regents exam — is urged as another means of alleviating this vexing problem.

Our presentation on the state of teaching contains many trenchant and comprehensive recommendations. We call for a general increase in rigor in the curriculum and the adoption (or maintenance) of a core curriculum for all students. We recognize that there are inevitable differences in student interests and ability, especially at the high school level and that divergent academic programs are needed to allow for the expression of human difference. Our remarks include some critical observations about the textbooks provided to students and suggest steps for improvement. The matter of parent (and pupil) choice among schools — and the value of such choice as a means of monitoring school performance — is also a focus of our attention. That discussion concludes with a variety of suggestions for making parent choice more productive, and we give recommendations for various voucher and tax subsidy plans.

We level the serious charge of "inbreeding" against our current education administrators and researchers. The word is not synonymous with incompetence, but it does indicate a serious defect. And we offer solutions for that problem. The discussion about inbreeding also includes remarks about the present state of education research and how it may be improved.

Our educational concerns do not stop with high school. There are many serious deficiencies afflicting undergraduate schools. The defects relate to both academic and character priorities. As one corrective, we call for the creation of a Presidentially appointed Commission on Undergraduate Education. It is noteworthy that a comparatively "academic" group such as ours utters a plea of this nature.

Finally, the apparently esoteric topic of schools publicly distributing accurate information about their performance is, to us, a matter of importance. Too often, our schools, school districts, and states supply the public and media with inadequate, misleading, or inaccurate information — or no information at all. Our discussions on school information provide a number of simple, clear criteria — which can be applied by parents and policymakers — for evaluating such information. In conclusion, the discussion suggests policy changes which can increase the flow and quality of this information.

The Statement's concluding remarks are accompanied by a simple chart, which identifies the institutions and groups responsible for carrying our the numerous improvements we propose.

Our Assumptions

Our Thanksgiving Statement is addressed to all Americans. Its emphasis is national — but not primarily federal. We are issuing it during that brief period of introspection, imagination, rethinking, and analysis that characteristically follows a presidential election. It is aimed to affect the opinions of citizens and the policies of public and private institutions.

Another incentive for the Statement should be directly remarked: after long

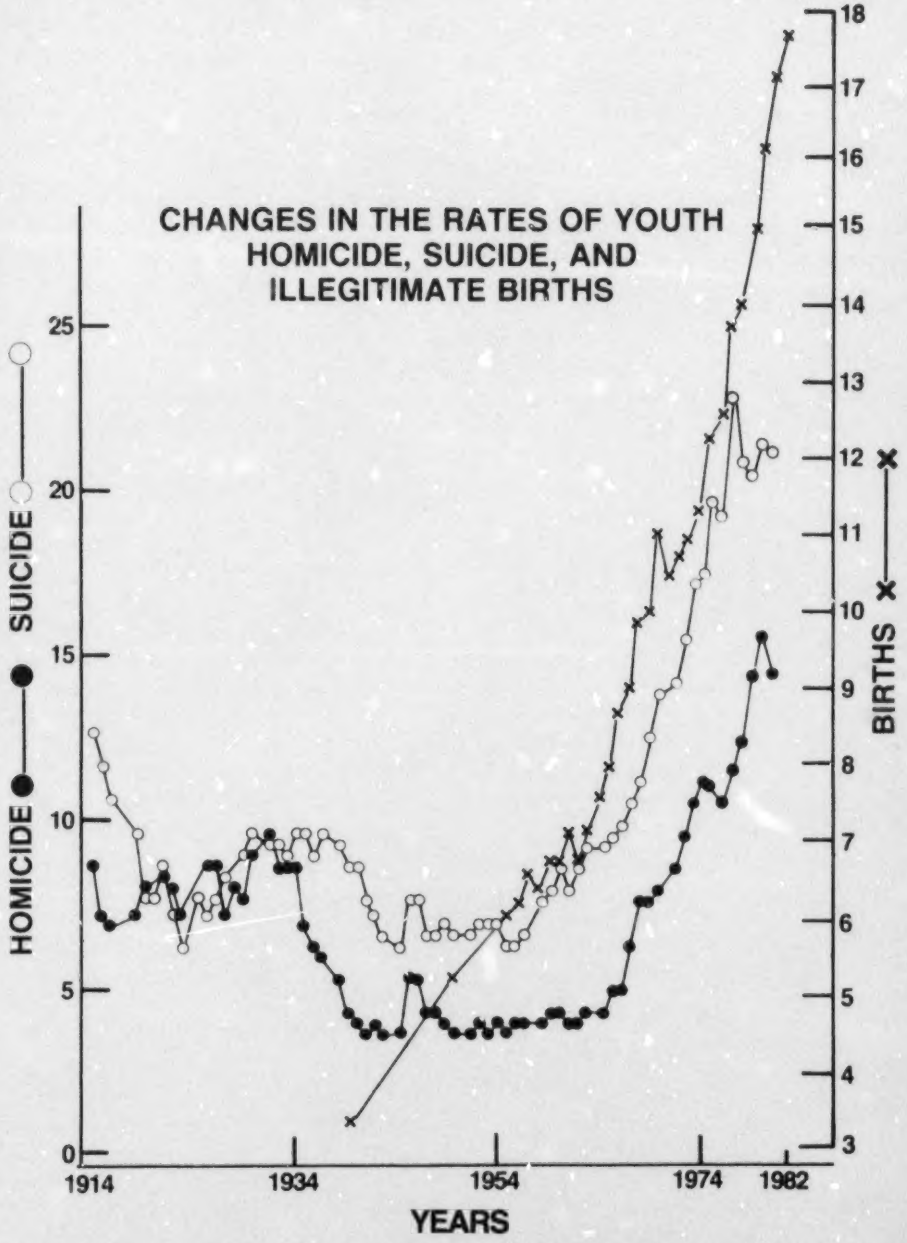
years of decline, it seems our schools are showing some signs of improvement. The annual reports of pupil SAT scores have shown two years of modest increase, after seventeen years of decline. We are pleased at such progress. But we also fear the public — at the behest of some educators — may declare "the war is over and won, and we can all go home!" But it took long years to get into our current distressing situation — in both the areas of academic standards and pupil character. Adequate correction of this serious decline will take an equally significant amount of time and great persistence. Reform is still a tender plant which requires deliberate nurture.

Our final assumptions are as follows: what children become is largely the result of what adults expect — and the examples they set. A proper education transmits not only cognitive skills and knowledge but also sound character and values. National leadership can be a constructive force in educational reform, but it must address many more issues than those associated with the limited role of the federal government. A decentralized education system looks messy and confusing. However, it is well suited to the needs and traditions of the United States. Decentralization is particularly appropriate at this time of ferment. Its flexibility enables us to try new approaches to the solution of widespread and persistent problems. The demographic statistics show that Americans will have diminishing proportions of young people, as compared with our older population. And more of these youngsters will come from disadvantaged families, which require greater education support. Under these circumstances, it is vital for our social continuity that we improve the quality of our education systems.

We understand that educational institutions (like others) cannot function satisfactorily without money. Still, we insist that significant improvements are often feasible without additional spending. Furthermore, we do not believe that miserliness in tax payers is the principal cause of any school underfunding which may exist. Rather we believe the cause to be the relatively low credibility which education has acquired in the recent past. Our diagnosis leads to a simple prescription: the acceptance of proposals for reform and correction will establish a climate for increased funding. If the public is convinced that schools have shaken off their distressing lethargy, money will flow if needed.

Our Thanksgiving Holiday commemorates the courage and determination of America's earliest European settlers. Through the passage of time, it has evolved into a national occasion for all of us to recognize our unique benefits and to celebrate the toils and triumphs of our diverse ancestors, whose sacrifices led us to our present comparative security. But the holiday can also be an occasion for us to reflect on the profound debts we owe our predecessors. The spirit of that reflection is suggested by the words of the Athenian statesman Pericles, in his Funeral Oration in the fifth century B.C. The oration was delivered in the shadow of glorious buildings and statuary surrounding the Athenian public square. He said, "Feed your eyes on Athens from day-to-day, till love of her fills your hearts; and then, when all her greatness shall break upon you, you must reflect that it was by courage, sense of duty, and a keen feeling of honor that our forebears were enabled to win all this...."

Similarly, we Americans, on this occasion of feasting and relaxation, dare not forget our obligations to our own ancestors — and how they can be repaid. We must form future generations who will display similar character and dedication. Our schools can — and must — continue to play a vital role in this process.



The graph portrays all currently available U.S. Public Health Service data about certain trends in youth conduct. The rates of death by suicide and homicide are for each 100,000 white males, between the ages of 15—24, from 1914 through 1981; and the out of wedlock births are for each 1,000 unmarried white females, between the ages of 15—19, from 1940 through 1982. There are no comparable statistics from earlier periods. However the remarkable recent increases, plus the general tendency for each such disorder to be associated with the spread of urbanization, support the contention that the current rates are at the highest point in American history -- since 1607.

ISSUE 1

DEVELOPING GOOD CHARACTER IN THE YOUNG

The Issue:

There has been a long-term rise in many serious forms of youth disorder. In particular, young people today are more likely to commit suicide, or kill one another, and males are more likely to make unmarried females pregnant. Drug and alcohol use remains at disturbingly high levels. Of course, in our large country, there are many wholesome and competent young people and many well run schools. Nonetheless, schools in general are not doing enough to counter the symptoms of serious decline in youth character.

Discussion:

The formation of youth character has always been essentially a family responsibility. But in all societies using formal education, schools have also been assigned an important role in this process. This is especially true with regard to American public schools. Unfortunately, many signs reveal that our youth character formation policies have been increasingly ineffective.

Simple statistics put the matter into perspective. Since 1940, the rates of out-of-wedlock births to white females between the ages of 15-19 have increased 800%. The rate of death by homicide for white males, ages 15-24, have increased 315% from 1955 to 1981. The rate of death by suicide for while males, ages 15-24, increased 238% from 1955 to 1981. These measures of youth disorder have increased far more quickly than the similar adult measures. The equivalent data about young blacks are also very distressing. However, they are not exactly comparable because of the different circumstances surrounding typical black and white youths.

The forms of disorder reported suggest sharp increases in other, not so easily measured symptoms of alienation: assault, severe depression, attempted suicide, in-school thievery, poor pupil discipline. None of this means all of our young people are alienated. But it is persuasive evidence that things are much worse than they were twenty or thirty years ago.

The final evidence of these patterns is the public's consistent rating — in annual Gallup polls — of pupil discipline as our top educational problem. That rating is congruent with the statistics just recited. We interpret the word "discipline" as not solely focussing on prohibition and obedience — though such matters are important. Most Americans hope our schools have a broader spectrum of concerns about pupil character. Public dissatisfaction with pupil discipline is only a way of expressing frustration with the whole situation.

The statistics are especially striking because the period from 1955 to the present has been marked with a number of apparent improvements in our youth environments: rising expenditures for public education; improved pupil/teacher ratios; more psychological services for students; increased rates of high school graduation and college attendance; general rises in real personal and family income; and greater court and institutional sympathy for what are called "adolescent rights." It would be simplistic to flatly label these "improvements" as the causes for the disorder; but it would be even more simplistic to disregard the possibility of any causual relationship.

One cause for the high level of youth disorders is the unsound policy of many schools to ignore character development and the formation of cooperative attitudes and skills in pupils. In contrast, it is widely recognized that skills and traits such as persistence, cooperation, and moral integrity are central to individual personal development and vocational success, and to the well-being of the commonwealth.

It is often proposed that schools can develop good character in their students if they stress academic learning and discipline. But this is not so. As researchers have observed, pupils attend schools for about 15,000 hours of their lives. It is their most important away-from-home experience during childhood and adolescence. The social interactions that occur during such a prolonged exposure inevitably affect student character. And good character is not generated solely by more homework, rigorous traditional grading, and better pupil discipline. Furthermore, we see no inconsistency between well-planned activities designed to stimulate good character and cooperation, and equally well-planned academic programs. A number of researchers and educators have designed, evaluated, and successfully carried out such activities. Character development and efficient cooperation are as much areas of excellence as academic learning.

Many foreign school systems, which stress academic rigor, also attend to pupil character development. Teachers are expected to act as wholesome role models and display conspicuous commitment and dedication; the curriculum is designed to foster respect for national traditions; and pupils are required to dress in a way that displays the seriousness of purpose associated with adult work. In all Japanese public schools, notwithstanding their academic emphasis, each day begins with a character-oriented address by the principal, and pupils are expected to help keep their school clean and in repair, and to display good manners to adults and other pupils.

The development of character in students has been weakened by the stress schools give to grouping and regrouping pupils for different subject classes through each school day. This process is called "departmentalization." It can be contrasted with the one-teacher-to-one class for the whole day typical in most elementary schools. However, in many American schools, departmentalization is spreading to the sixth grade and lower. Such practices cannot be condemned out of hand. However, excessive grouping and regrouping, and superficial exposure to many teachers, means students have few or no significant contacts with consistent groups of peers or with particular teachers. Without continuity of relationships and knowledgeable adult direction, it is hard for pupils to test and develop good character traits. The problem of discontinuous relationships is aggravated by the comparatively large enrollment in many American secondary and elementary schools; our individual schools are usually larger than typical schools in most of the

industrial world. Such size permits certain efficiencies. At the same time, in many ways, it also handicaps the evolution of pupil/teacher intimacy.

We also must recognize the relationship between good character and the development of each pupil's collective identity. Character is often revealed in the concern and affection we display toward other members of our group or country. These traits are fostered through the learning of what Sidney Hook called "the history of our free society, its martyrology, and its national traditions." Such learning encourages students to be patriotic; to be loyal to our society, and to care about the welfare of their fellow Americans. Anthropologists have emphasized that, in all cultures, wholesome collective identities are developed through participation in ceremonies designed by responsible adults. But in-school ceremonial life (e.g., assemblies, class opening ceremonies) has declined in quantity and quality. It is understandable why such a decline might be accompanied by an erosion of school spirit and a rise in pupil anti-social conduct.

Careful discussion of youth character must recognize that innumerable forces beyond schools help shape our young people. Families, media, neighborhoods, churches all play important roles — for both good and bad. In addition, researchers and scholars have paid insufficient attention to the topic of character as a matter of education policy. Thus, the research and analytic base for some potentially constructive practices is not as great as might exist for other education questions. But the topic of character in schools must be given greater priority. There are many specific measures to improve student character which we all feel would be beneficial, though we differ on the appropriate priorities to be assigned to each. And we applaud the fact that many schools already practice some of these activities.

Unfortunately, too many non-educators and educators alike do not appreciate the importance of these successful examples.

Recommendations:

1. Students, at all grade levels, should more frequently be assigned group responsibilities for academic and school-related activities. The assignments should stress both individual and group excellence and be evaluated through grades and other forms of recognition. The activities should emphasize the theme of service to others. They might include students working with their own classmates; with students in other classes and with or for community members. Typical activities could be: student-to-student tutoring; "team" academic projects; students being assigned defined authority over other students (e.g., hall guard, class monitor); many forms of extra-curricular activities; and school-to-school, class-to-class, or row-to-row academic competitions.

2. School and community service projects appropriately monitored by adults can be conducted by pupils at all grade levels. In the longer-run, such projects may moderate some tax-supported education costs. We do not envisage current service employees being terminated but gradually phased out through turn-over and retirement. States and districts might make such service a requirement for high school graduation.

3. Schools should maintain a relatively high continuity of relationships among pupils and among pupils and teachers. It is true that increasing discontinuity is appropriate as pupils mature. However, it is desirable, through high school, that each pupil be able to identify a supportive base group, that is frequently engaged with the same responsible adult. This adult should ideally act as a teacher for this group, leading them in significant intellectual and/or cooperative activities. Some schools now maintain homerooms, which, if properly managed, can help attain this end. But subschools, discrete programs in schools, and various extra-curricular activities can also be appropriate tools.

4. The subject matter taught should insure that students acquire the basic facts of American history: dates and sequences of important events, major figures and controversies, and the common experiences and diverse contributions of our ancestors, older contemporaries, and ethnic groups. Students, as they mature, will be expected to analyze and evaluate such information. But it is first essential that they learn a core of information.

5. Schools should maintain frequent and high quality ceremonial activities. These activities should stress the importance of group cooperation and individual effort. They should also focus on the theme of "contribution": the contributions which students have received from past and present Americans, and which students are making and will be making to our society and the human race. The occasions should be managed with taste and imagination, just like any semi-aesthetic activity. The adults involved should participate with enthusiasm and sincerity — basic requirements for good role-modeling.

6. The management of many recommended activities will usually be handled at the classroom, local school, and district level. But many "external" forces maintain policies which constrain such activities. Some court decisions, for instance, restrict public schools from considering pupil character as a criterion for graduation. Tenure laws and union contracts make it harder to require teachers to display strong commitment. State regulations may inhibit necessary flexibility in managing extra-curricular activities. Public opinion sometimes confuses effective extra-curricular programs with frills (though the distinction is occasionally tricky). To improve the situation, a combination of local initiative and external facilitation is necessary. Schools must strive to act to improve pupil character. Where there are external constraints, educators must solicit the agencies involved to reconsider their policies.

7. The federal government and other agencies should provide broader publicity about general youth conduct trends, especially the long-range trends in youth suicide, homicides and out-of-wedlock births. These data, in particular, have been too long buried in obscure statistical reports. Education researchers and policymakers should give greater attention to the topic of character development and the long-term rise in youth disorder. It is urgent for us to increase our understanding of this remarkable and distressing phenomenon.

ISSUE 2

IMPROVING ACADEMIC PERFORMANCE BY RAISING ACADEMIC EXPECTATIONS FOR ALL STUDENTS

The Issue:

Our students are learning far less than they should. Compared to students in other countries, American students have done poorly on recent tests on math and science; and, over the past twenty years, test scores of students have generally declined. It is urgent that these deficiencies be corrected.

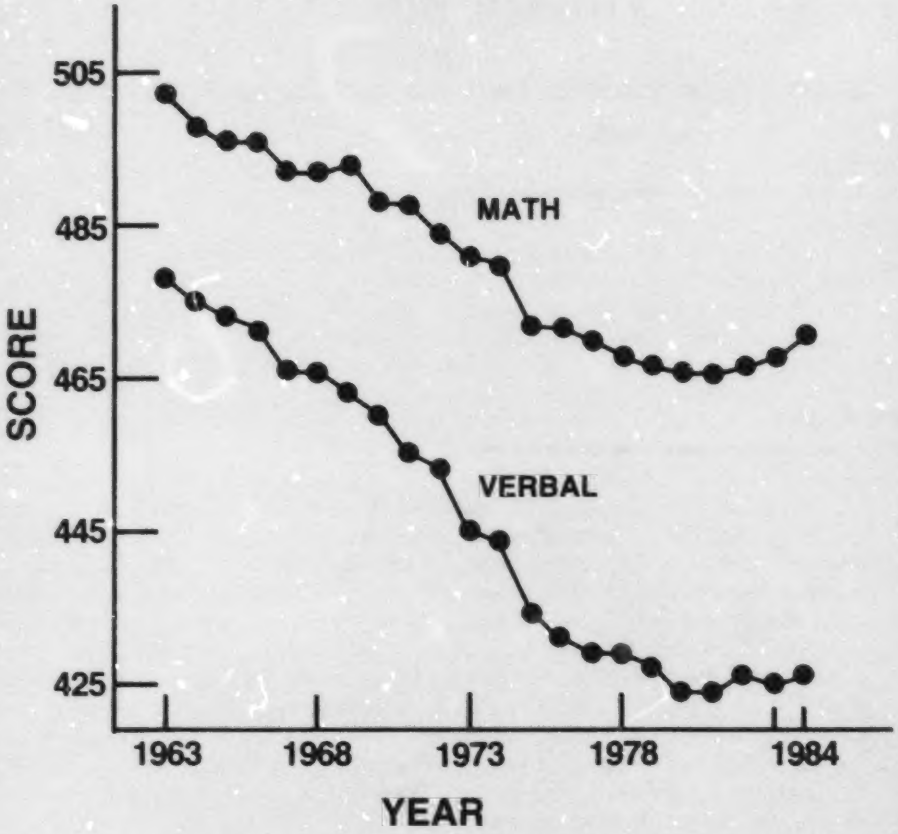
Discussion:

Many nations do not share America's commitment to universal secondary education. As a result, cross-national comparisons are sometimes "unfair" — levels of pupil learning in American schools are compared to results from much more selective systems. However, Japan is as dedicated as the United States to universal high school education. Thus, cross-national comparisons between the educational systems of Japan and America are relatively justified. Such comparisons reveal that by fifth grade the mathematics test scores of the pupils in the **worst** Japanese classes exceed those of the best American classes; by high school, 98 percent of Japanese students excel the average American student. Furthermore, some international tests are administered to nine and thirteen year old pupils — and such tests cover almost the total youth populations of these ages. We compare poorly with many other nations in our results on these universal tests.

Comparisons of recent and former levels of American student learning also raise serious questions. For many years, a variety of standardized tests have been regularly administered to students in schools throughout America. The statistics from these tests reveal that pupil learning had been generally increasing until about 1965. Then the increased stopped and a steady, incremental decline began. The decline especially affected students at upper grades. In the past several years, the pattern has fortunately begun to be reversed. However, we have a long way to go to re-attain 1965 levels.

Insufficient resources for education fail to explain the relatively poor performance of American pupils since the 1960's. Expenditures have risen sharply in this period of time. Inflation-adjusted expenditures per pupil increased by almost five per cent per year between 1965 and 1978, twice the rate of growth of real per capita GNP, and faster than real expenditures per pupil from 1950 to 1965. As a result of this increase in funding, between 1960 and 1978, the number of students per teacher

SAT Score Averages, 1963-1984
Verbal and Mathematics



For a variety of technical reasons, these scores do not exactly measure changes in learning levels among high school seniors. They may overstate the levels of decline. However, the steadily downward direction of their change -- until very recently -- is consistent with a variety of other data about pupil learning for the years portrayed. Thus, the chart is a useful approximate indicator. As one can see, we may have a long way to go before we begin to catch-up with where we have been.

in American schools dropped from 29 to 21.

As the National Commission on Excellence in Education noted, educators have eased their expectations and lowered their standards. In the United States, minor subjects and "soft" electives have proliferated and displaced topics of enduring academic significance. There has been a decline in academic work. Such work is generated by: assigning pupils significant amounts of homework, which is collected and evaluated; administering frequent tests and quizzes to students; keeping parents well-informed about pupil performance; using grading systems which identify a variety of levels of pupil performance (e.g., letter grades with plus and minus differentiations, or two-digit numerical grades); and requiring students to attain predetermined levels of performance before promotion or graduation.

These contentions about decline are supported by recent national surveys of American high school graduates, which show they believe that they were not assigned sufficient homework. Data also disclose that American school grading has become inflated; pupils are earning much higher grades for work that is not notably superior. In 1969, the ratio of "A" to "C" students in high schools was 12 to 32; by 1984, with test scores generally declining, the ratio shifted to 21 to 20.

If we have the will, we have the knowledge to increase school learning. Hundreds of research studies show that increasing the amount of time for instruction during the regular school day and demanding purposeful educational activities during that time can bring large increases in achievement and maintain student interest in learning.

We also have other proven techniques, some of which have been aided by federal funds. Computer-assisted instruction, for example, is accumulating an excellent record of results. The post-Sputnik science and mathematics reform efforts in the 1960s proved highly effective in modernizing textbooks, laboratory materials, and teaching techniques. Only recently have investigators assembled the many evaluations that show high achievement in those schools that employed the modernized curricula.

In economically depressed areas, school-sponsored programs that assist parents to stimulate their children's academic development and to supplement classroom efforts have boosted achievement and motivation. Some carefully managed pre-school programs have also achieved lasting increases in pupil learning; such successes should be expanded.

Other effective techniques include new and old methods; student-team learning; student/teacher learning contracts; and programs that adapt lessons and activities to individual needs. Some older techniques that should never have been abandoned are also demonstrably effective: drill-and-practice; teacher lectures which promote active student participation and which are supplemented by quizzes and by higher-order, thought-provoking oral questions to students; and substantial homework (appropriately leveled and based on the academic needs of the students) which many educators, parents, and students neglect, and which is doubly effective if it is evaluated and returned to students. Leisure-time reading also enlarges knowledge and the capacity to think independently.

Most of the recommended activities require school **plus** parent commitment: working at school/home communication; setting time aside for homework; encouraging leisure reading; families eating and talking together; controlling television; and establishing at-home rewards and sanctions to spur children's school performance.

There are those who believe that the setting of standards in education is inherently elitist. They contend that the push for excellence in the nation's schools undermines their commitment to equality, and said that because of the differences among children, the very notion of rigorous standards is illusory. It does no good to dismiss these views summarily, for such concerns are heartfelt. Still, their logic is flawed:

— Children should be expected — and encouraged, provoked, and pressed — to learn as much as they are capable of, which is usually more than they realize.

— Children can meet standards of knowledge and skills sufficient to become satisfied and effective members of American society (though some will take longer than others, some will need extra resources and attention, and those whose families do not actively cooperate in this effort will find it very difficult indeed).

— Pupils who achieve minimum standards have usually not attained personal excellence, though how far a student goes depends on ability, motivation, and his life circumstances, as well as his schooling.

The beneficial effects on minority students of raising standards is beautifully illustrated by recent developments in Florida. The state determined to require high school graduates to pass a minimum competency test. Certain persons and groups objected, saying such tests would discriminate against minority students. After extensive litigation, the court ruled that the administration of such a test was a legitimate means for the state to determine whether the schools had properly covered the materials in a prescribed curriculum. On the first test, more than 80% of the about-to-graduate blacks failed. This indicated the existing instructional system was not responsive to needs of its total student population. The students who failed were provided with remedial instruction, and they retook the test a second or more times. Eventually, less than 10% of the black pupils involved failed to pass. If the state had not fought and won, tens of thousands of students would have received diplomas — but would have been unable to pass a relatively simple cognitive test. Would they have been advantaged by being f[illegible]ed from such a requirement?

Recommendations:

1. Schools and agencies setting school policy should increase academic standards: in-school time should be directed toward purposeful, demanding, adult-monitored activities that advance learning; pupils should be regularly and frequently assigned homework that is collected, graded, and returned. Promotion and graduation standards should be clearly articulated and enforced. Grading systems that indicate numerous distinctions in attainment sould be developed and applied (especially in higher grades); and excellence, or "A" work, should be regarded as an unusual accomplishment. Families should support school steps in these directions and carry out necessary and appropriate changes in their own lifestyles.

2. Neither the "newness" nor "oldness" of any educational technique should be a significant determinant in assessing its merits. All successful methods require effort and commitment from both staff and pupils during and after school hours.

3. Schools and agencies setting school policy should consider their current instructional techniques, and they should assess their effectiveness in the light of the available research.

4. More advanced pupils can be expected to assist other pupils (and teachers) via tutoring and other relevant activities. Such helping can foster both academic and character development goals.

ISSUE 3

MAINTAINING DEMANDS ON THE ACADEMICALLY TALENTED

The Issue:

Fifteen years ago, pupil test scores stopped rising and suffered an apparent decline. Much of this well publicized shift is due to a dramatic fall-off in learning by the more able students. This decrease must be reversed.

Discussion:

Higher achieving pupils are not performing as well as their predecessors five to fifteen years ago. The decline at the top explains much of the stabilization or decline in "average" performance. Thus, between 1972 and 1982 the number of test-takers scoring above 650 (a relatively high score) in the verbal portion of SAT declined from 53,794 to 29,236 — a 45% drop. The number of pupils taking the test only declined 3%. Over the same years, the proportion above 750 on the verbal test declined 47%. The equivalent declines on the math portion of the test were 23% and 16%. These rates of decline were far more severe than those for the lower-achieving takers. They suggest that average pupils have not slipped much. Good pupils — or those who should be good — have been performing poorly.

Our well-intentioned concern about the academic performance of poor and average pupils is an important cause of the decline. When classes and programs are structured so teachers' demands are aimed at below-average pupils, there is a danger that above-average pupils will be subjected to fewer demands to excel.

The alternative of grouping pupils by ability or achievement level is a traditional and still widely applied educational policy. In some instances, its wisdom is self-evident: one cannot teach algebra to students who do not know arithmetic. In others, defining the appropriate pupil group is more difficult. However, if the abilities of a class in any subject are too varied, it is difficult to challenge an atypical student appropriately. Ask any teacher.

The decline at the top has also been aggravated by the misapplication of minimum competency testing. In general, such testing is desirable. But not when the tests are treated as minimum **and** maximum competency tests. This is a serious error. It is wise to identify a learning "floor" and use tests to check on individual attainment of that floor. But there is no reason for the floor to become the ceiling.

Some would improve the academic performance of potentially able pupils by funding special programs for the "gifted and talented." We have no hostility toward such programs. However, the general academic expectations held for able students are far more significant than specially funded programs. Twenty years ago, able pupils were performing better than they are now — usually without the support of special programs.

Recommendations:

1. Schools should spur talented pupils to achievement by maintaining high expectations, by using instructional support aimed at the divergent academic needs of students, and through awarding appropriate recognition. (Indeed, average students can also benefit from such policies.)

2. Schools must take steps to heighten the academic demands on all pupils. Sometimes this will require the adoption or refinement of well-monitored pupil grouping policies. It is occasionally argued that ability grouping policies aggravate invidious distinctions among pupils. But there are other means, beyond unrealistic grouping, of dealing with this challenge. The discussion about cooperation and ceremony in the presentation on student character development suggests ways of fostering schoolwide cohesion while simultaneously recognizing academic distinctions.

3. Published test score tabulations — by states, localities, and private institutions — should do more than present average, or normal, patterns. The data should also show changes (either up or down) in score results among the top scoring five or ten percent of pupils.

4. States and school districts should develop multiple forms of diplomas and competency measures to provide recognition for students of divergent abilities. Such arrangements would be equivalent to the New York State Regents, the planned California Golden State Examination, or the International Baccalaureate. In particular, serious exams for alternative diplomas should be administered at the end of the last year of high school to encourage students to continue studying and learning through that year. Court decisions should support systems of alternative degrees, and all students should be subject to continuous learning demands.

5. Districts should recognize that qualified teachers are sometimes reluctant to handle classes with talented students because of the unique challenge involved. If this problem arises, special incentives may be appropriate.

ISSUE 4

STRENGTHENING TEACHERS AND THE TEACHING PROFESSION

The Issue:

The heart of a sound educational system is the quality of its teachers. Good teaching comes from bringing able people into the profession and having them work in well-run schools. Today, as numerous research studies show, we are not attracting enough able college graduates into teaching. Furthermore, too many schools do not encourage or support good teaching. The central challenge is to establish professional standards for teaching as an occupation, for the teacher role, and for instruction, and to create conditions in schools that allow these standards to be put into widespread practice.

Discussion:

All of the recent reports on education have emphasized the importance of good teachers and good teaching. The problems in achieving this goal are by now familiar: the occupation cannot attract enough able recruits to meet the coming demand; turnover in teaching is high, with the brightest tending to leave soonest; teaching's rewards and incentives fail to offset the discouragements of low prestige, low salary, lack of career advancement, and demoralizing working conditions.

Too often, teachers face disrespectful and unmotivated students, and they cannot secure parental or administrative support for their efforts. Too often, court and legislative efforts to increase the "rights" of individual students have left teachers and schools unable to maintain disciplinary or academic standards. Too often, tenure laws, union contract provisions, and limited advancement prospects make it difficult for schools to maintain realistic rewards and sanctions for teachers. Too often, teachers labor in isolation with no opportunities during the workday for collegial exchange on professional matters. And too often, administrators fail to acknowledge the centrality of teaching to the mission of the school: teachers must cope with constant interruptions (such as too-frequent use of public address systems) and a school climate that is not conducive to learning.

The education of teachers also begs for need of major reform, and with it, the relationship between universities and the schools. In most universities that conduct teacher training, the liberal arts and professional teacher training vie with one another, such that both are short-changed. Few teacher training programs skillfully blend a strong grounding in the liberal arts with a professional curriculum drawing on the best available research and with carefully guided practical experiences in the schools. The liberal arts are divorced from professional training, the university from

the school, and scholarship from practice. It is also problematic whether it is wise to restrict formal entry into the teaching field to persons taking a prescribed curriculum. Even if that curriculum were ideally designed, there should be some room for compromise and the admission of able, energetic adults who would be excessively burdened by such requirements.

Setting standards for teaching constitutes a major problem as well. Contemporary efforts to regulate the profession rely on licensing and certification measures, college program accreditation, monitoring of program graduates via tests, and evaluation within schools for purposes of tenure, promotion, and dismissal. However, many of the present efforts focus on minimums. These floors then become the sole standard. We tend to confuse standardization with minimum standard-setting. Underlying these policy problems lies the historical domination of standards by fluctuations in the teacher job market: efforts to raise standards at any point dissolve in the face of teacher shortages and the costs of attracting better people or improving teacher education. Any serious effort to raise standards in teaching must begin with the education of the public on these problems and will require political will to carry through.

Recommendations:

1. States, localities, and schools should experiment with comprehensive career ladder arrangements for teachers. Such ladders should expand professional responsibilities for master teachers, introduce variety and new responsibilities into teaching work, and provide substantial salary increases in the later stages of the teaching career. Master teachers should be largely selected on the basis of their on-the-job performance, be subjected to a regular evaluation, and not receive permanent tenure in their jobs. They should be involved in teacher training and evaluation, staff development, and curriculum development. New relationships with universities, better access to technical resources, and changes in the policies of professional associations will be necessary to support the new positions.
2. States and localities must establish school conditions that permit effective teaching. These include the provision of adequate learning materials, firm but fair discipline codes for students, appropriate criteria for selecting and monitoring principals, and a school-wide dedication to teaching and learning as the top priority. Tenure laws, union contracts, and court decisions should be modified to remove unrealistic barriers to discharging or warning uncommitted teachers who undermine their colleagues to fail to display evident dedication.
3. School management must emphasize norms favoring greater intellectual engagement with educational policy and practice at the school and classroom level. Time should be available during each teacher's workday for collaborative efforts, work on special projects, and regular observation and reaction to colleagues' teaching.

4. Recruitment into teaching must become a state and local priority. It is evident that the most urgent shortages are in the areas of science and math. This recruitment must include formal mechanisms such as scholarship and loan forgiveness programs where needed, but also informal influence (aimed at heightening the prestige of teaching) through the media and among business, political, and educational leaders. Simultaneously, school districts must scrutinize their teacher application procedures to ensure that the most promising applicants are chosen.

5. States should transform formal teacher education into a graduate level professional program featuring solid course work in education, psychology, clinical experience, and a paid part-time internship in the schools prior to the first year of teaching. Students enrolling in such programs should possess university degrees in standard academic majors. Coincident with this reform must be attention to accreditation standards, so teacher formal education occurs only in professional schools with proven capacity to blend research with teacher education and to forge enduring links with the schools.

6. States should establish an alternative career route into teaching, to parallel the formal academic process. This route should give appropriate weight to academic credentials, previous work experience, and general competency. It could be developed as a serious option for mature adults exploring a second career, teachers aides with long and noteworthy in-class experience, or select B.A. graduates. Master teachers could play an important part in assisting such initiates.

ISSUE 5

UPGRADING CURRICULUM AND TEXTBOOKS

The Issue:

The decline in student achievement already described was coupled with a general loosening of pupil curriculum requirements. Furthermore, the textbooks assigned to pupils have lowered their levels of demand for learning. If we want to raise current levels of learning and offer more opportunities to pupils we must reconsider our current practices.

Discussion:

The past twenty years in American secondary education have been marked by a sharp downturn in student enrollements in major subject areas. Far too few students study any foreign language or any mathematics and science beyond the most basic required course. Nor is it coincidental that high school graduation requirements and college entrance requirements have fallen substantially during this same period. These phenomena are mutually reinforcing a negative fashion. The abandonment of high school and college foreign language requirements has contributed to a shortage of teachers of foreign language; the lowering of requirements in other areas has contributed to the decline of student achievement. These events were not inevitable; they were brought about by human actions and by conscious policies. They can be reversed in the same way.

When we speak of curriculum, we speak not only about what the schools offer as courses but also of the policies that move children into the course of study. In the past two decades, the trend toward lowered requirements and increased electives in the high schools has fragmented the curriculum. In "hard" subjects like mathematics and sciences, students have been permitted to elect unchalienging alternatives in order to ease their way to the diploma. In "soft" subjects like English and social studies, students in many schools have become consumers. They may choose among ethnic studies, diluted social science programs, trendy minicourses, and nonrigorous personal service courses. By now, the minicourse boom seems to have subsided, but no coherent approach to the curriculum has emerged to take its place.

One effect of this focus on pupil choice has been to force many teachers to enter into pupil-hunting competitions in order to maintain enrollment in their courses. Often such contests lead to the presentation of watered-down materials and pop presentations. Of course, good teachers usually engage their pupils' interests. However, the current process often forces teachers to cultivate such engagement by promising less homework and nonrigorous grading.

It would not be fitting for one group to spell out the specifics of what should be taught to all children. But certain principles can be derived from our national experience in the recent past. It has been unwise to provide pupils with wide ranges of choice among diverse, weakly structured curricula. And too often the plea of choice is an adult copout. The plea frees adults from the responsibility of making demands on pupils and pressing them toward higher performance. None of this is to totally deny student choice, perhaps at the high school level. By adolescence, serious differences in human interests and ability become apparent. Pupils -- in consultation with faculty and parents — can participate in making informed choices among well-planned options. But all such options must represent serious, organized sequences and make appropriate demands on pupils.

Course and school choice decisions — or assignments — affecting adolescents are often decried. They supposedly "freeze" pupils into lifetime career decisions. But our country has — and will continue to have — a variety of post-high school educational options: two year colleges, four year colleges, and myriads of other alternatives. And many of these institutions are filled with adults, indeed, who have decided to return to school. If a youth, at fourteen, fifteen or sixteen, is unable to handle some academic material and is counselled — or flunked — into an alternative, it does not necessarily follow that his career has been determined for the next fifty years. Such decisions should not be taken lightly; however, they should also not be overdramatized.

Still, when all is said, pupils must be confronted with certain uniform requirements, since we are — and should stay — a common society. These demands should be supplemented with aspects of choice. Our recommendations strive to balance these divergent themes.

Research in recent years has demonstrated that the literacy level in textbooks has been substantially lowered to reflect and respond to the falling literacy level of pupils. This cycle has become self-reinforcing. The absence of challenge in the textbooks feeds declining literacy. The economics and expectations affecting textbooks are also relevant. There is an emphasis on "pretty," well-illustrated books, with much white space. This increases the cost of each book. It generates pressures for books to be sold and purchased on a volume basis. Such mass market textbooks are then written for median or low median pupils. There is nothing wrong, per se, with attractive books. But we should recognize that such a focus generates hidden costs.

But not all textbook publishers have succumbed to the pressure to "dumb-down" their content and language. Some books are still available which are knowledge-based. In the area of science and mathematics, "knowledge-based" means that the content reflects the best that is currently known in the field, free from error. "Knowledge-based" in literature means that textbooks contain unabridged works by outstanding authors, selected on the basis of literary merit and without giving undue weight to novelty. "Knowledge-based" in history means that textbooks reflect, in an appealing literary style, the excitement and intrinsic interest of the great achievements, dastardly deeds, remarkable individuals, and crucial events of our past. Classroom teachers often do — and should — have input in textbook purchase decisions. Unfortunately, such decisionmaking too often becomes a popularity contest, and the "winners" are the texts considered easiest to teach.

Recommendations:

1. All able pupils in elementary and secondary school should be expected to complete a curriculum that stresses competence in the use of language and numbers; the literature and important ideas of our society; the history of our own and other societies; the principles and practice of science, mathematics and technology; and an appreciation of the arts.

2. Substantial proportions of students should also complete work generating competency in a foreign language, familiarity with significant literature, and mathematics perhaps up to calculus. Other students, after appropriate advisement and consultation with parents, should be counselled or referred to alternative curriculum areas.

3. Good teachers of science, math, history, and literature should not have to display their wares on the high school student marketplace. A school or system dedicated to fostering learning should scrupulously constrain the casual exercise of pupil choice.

4. Textbook selection should aim to make constructive demands on all pupils and focus on knowledge-based materials. It may be appropriate to give greater weight to more diverse and less elaborately illustrated texts to moderate the cost of providing differentiated materials for students of varying competencies. Districts and schools, in making textbook purchase decisions, should give substantial weight to the opinions of their better-trained (or master) teachers and the criteria developed by teacher subject matter organizations, such as the National Council of Teachers of Mathematics.

ISSUE 6

PROVIDING CHOICE FOR PARENTS AND PUPILS

The Issue:

There is increased interest in providing parents and pupils with greater choice among different forms of schools and school systems. Plans to facilitate such options have attracted growing attention, and some systems for choice have been put into effect. But heated controversies also have arisen around the design and adoption of these plans.

Discussion:

An enlarging body of research has demonstrated that substantial differences in efficiency exist among schools serving approximately similar families and students. In other words, schools differ in the energy and skills of their leaders and staffs, the policies they apply, and the ethos they establish. Some do better jobs than others.

This recognition contrasts with earlier beliefs that better or worse run schools made little or no difference to pupil learning, or the obverse — that we all knew how to run good schools and were generally doing so. Thus there was little interest in developing — or even in studying — schools organized around significantly different premises or patterns. The belief was that there was **One Best System** for education.

This view was always belied by the covert school ranking systems applied by some educators and sophisticated parents. In practice, fast-track academic institutions existed in both the public and private sectors. The celebrated schools were not necessarily the "best" schools of their eras. Often, the thing they did best was select students.

In recent years, many citizens have been dissatisfied with the evident inflexibility and bureaucratic defects of their particular public schools. Others have wanted their children enrolled in schools that more effectively reinforced parents' values — and such values were not necessarily religious.

Some parents have also been frustrated by the relative impersonality of many large public schools — especially high schools. As a result, they have generated pressures for the formation of discrete, more communal sub-programs, carved out from the total schools. Such shifts may be congruent with our discussion regarding student character. There we urged the development of persisting and more intimate, contacts among persons regularly in the school. Sub-programs can foster such contacts.

Another pattern of choice was revealed in a recent study conducted by the **Chicago Reporter.** It showed that 46 percent of Chicago public school teachers who

live in the city and have school-age children send them to private schools, paying the required tuition. That is the exercise of choice — by both black and white teachers — with a vengeance. Finally, the research finding already mentioned also argued for allowing individual public schools, and their principals, greater leeway in applying policies diverging from their system's norms. The wisdom — or flaws — of such variations could be monitored by market-economy tests: did parents enroll their children in these schools and keep them there? An educationally sophisticated population did not always need the government to designate their children's schools.

A variety of parent choice plans have been proposed: magnet schools within the public system; voucher systems providing parents with chits (obligating public funds) to "buy" education for their children in either public or private schools; schemes for partial tax forgiveness so that some of the out-of-pocket costs of schooling can be credited against a parent's tax payments; and subschools, or "houses," where pupils enroll in a separate and distinct unit that is part of a larger operating school. Undoubtedly, other examples of choice arrangements can and will evolve.

Some choice plans operate within individual schools, others in school districts, some on the state level. Proposals have been made to assist choice from the federal level. Complications often arise about how much such schemes can — or should — assist private, church-related schools; assistance provided to church-related schools may lead to government intrusion into religious matters. However, such state assistance for church schools has apparently "worked" in some European countries. But one cannot simply draw a parallel between the European and American situations. No one can insure that government dollars will not be accompanied by legislation affecting internal policies. And this possibility may be another argument for incremental, state-based programs of assistance.

Another perplexing problem has been the matter of clarifying exactly what parents are to choose from: what is to be unique about the "selected" schools. Many schools have sought to distinguish themselves in terms of particular vocational or educational foci, e.g., music and art, computers, science. Interestingly enough, we cannot identify any recently established single-sex school of choice, although research data suggest this a viable approach for enhancing adolescent male or female achievement.

There is surely some merit to making "programs" the point of focus. But it is our belief that many parents, in seeking school alternatives, are seeking schools or sub-schools which have a strong academic press and which strive to develop good character in pupils. In other words, many of the reputedly best American public schools simply were well-managed institutions with dedicated teachers and high levels of parent/school cooperation. Perhaps, over time, the better alternative schools will simply be those whose policies facilitate such patterns.

Recommendations:

1. The development of different patterns of school operation in different schools, or in programs in a particular school, is an important form of experimentation and a stimulant to healthy diversity. Parent choice among such patterns provides greater fairness to parents and will help monitor variations which occur. Furthermore, facilitation of choice can actually help strengthen our public

schools; the current unsatisfactory status is due partly to the lack of inter-school competition, even between public schools. Without choice, we may only see more stagnation and decline.

2. The development of variation and choice will proceed best on the local school, school district, and state level. Varied policies can be tested at these levels, and the consequences of inevitable mistakes will be moderated. But even at the district level, incremental development will be necessary to provide quality programs.

3. There are numerous impediments to developing significant diversity among public schools in many states and communities: state laws, union contracts, judicial decisions, and districtwide policies. If we are sincere in praising diversity and greater freedom for parents, we must modify many of these constraints.

4. As a group, we have deliberately considered the potential virtues and drawbacks of systems of providing public support, via subsidies or tax credits, for private schools. The issue is admittedly complex. However, the majority of our signers believe changes in this direction are appropriate within particular school districts and states.

5. Public and private schools entering into the competitive choice environment should not be especially attracted to gimmicky packages. The motto of one well-regarded New York City private high school is simply, "We give homework." Perhaps the message communicated by such a motto is more significant than that communicated by a school advertising its computers or pretty building.

6. Choice is a two-way street. If parents can choose among schools, than schools (and programs) should be able to make significant demands on parents to support school policies. After all, in a choice situation, it is not as if parents have no place else to go. Further, the parents of a school-of-choice presumably come there because they want certain commonalities in school policies. Parents who seek policy exceptions for themselves and their children in schools of choice undermine the reason for the school's existance, and they can be properly referred to other schools.

7. Schools are not simply a family matter. Much education is paid for by taxpayers; and even private education bought by parents cannot create schools entirely free from social constraints, especially if such schools become tax-assisted. The appropriate forms of government supervision will be determined by a complex process of experiment and negotiation. Private schools which hope to receive, directly or indirectly, significant government benefits without government intervention may be deceiving themselves and should, perhaps, reconsider their priorities.

8. Education interest groups should not be hostile to all pro-choice measures. Without some increase in competitive forces, especially within and among public schools, the overall stability of our school system may be endangered.

ISSUE 7

REVITALIZING EDUCATION POLICYMAKING AND RESEARCH

The Issue:

The quality of education policymaking in general, and research in particular, is significantly affected by the energy and abilities of the persons committed to such careers. The available evidence supports the charge that the professions in these two fields have become excessively inbred. As a result, they are less able to approach their critical responsibilities with appropriate vision. Furthermore, although the United States has for several decades spent public money to conduct and improve education research, these activities have been handicapped by political and interest group politics, and too often they are carried out at low conceptual levels.

Discussion:

Some blunt words must be uttered about the persons who now participate in education policymaking. Almost all persons — over 95% — now holding administrative positions in school systems entered the field via the teaching profession. This uniformity is largely due to the certification requirements established by state and local laws. To become a school principal in most states, for example, one must have been a classroom teacher for at least three years. Much the same pattern prevails in state education agencies and, to a lesser extent, in regional organizations, professional associations and federal agencies concerned with education. Though elected policymakers are infrequently ex-teachers, nearly all of the administrators, appointed leaders, and professional "movers and shakers" have come up through the ranks.

A high proportion of education researchers also began as teachers and moved up as their talents and interests were refined. Other researchers, who enter the field from other directions, such as the social sciences, often make only passing commitments to education per se.

The career patterns and interests of these policymakers and researchers bear little resemblance to the broad-gauged qualifications of persons who shaped education policies during earlier periods of American and world history. Thomas Jefferson was deeply engaged with education issues. Benjamin Franklin drafted a plan which eventually became the University of Pennsylvania. Horace Mann came into education after a career as a lawyer and state legislator. John Dewey was a professor of philosophy who chose to found and direct an experimental school.

The breadth and dynamism of such persons gave extra quality to their diverse visions for education. Today, we do not seem to believe that developing education

policy can be a spare time activity. Yet, the field still needs ambitious and broad-gauged people. The education profession, to put it bluntly, has become inbred and needlessly defensive. Many current education administrators and researchers are able and dedicated. But the existing explicit and tacit restraints on the recruitment into education administration and research have made for unhealthy inbreeding. Conversely, the career incentives now prevailing in America are not encouraging enough ambitious young people to commit themselves to education, not only as teachers but also eventually as administrators, executives, and researchers. One barrier to such commitment are the current norms which assume that all such persons must first begin as teachers and perhaps continue such work for a number of years.

We should also consider the conduct of education research, itself. Many Americans assume that research will generate better answers to complex education problems. In the early 1970s, these aspirations led to the development of the federal government's National Institute for Education to facilitate such research. Significant education research is also supported by other government agencies and private foundations. Finally, the teaching budgets of many public and private universities actually subsume much research cost.

Undoubtedly, aspirations for these activities have been too high. The nature of human learning in schools is enormously complex. It is more difficult to be scientifically certain how to improve schools than to put someone on the moon. We may be able to analyze how one person causes another to learn some discrete piece of knowledge. But one school can be comprised of a hundred adults working for a living and 2,000 students living at home with their families. The school is affected by diverse and conflicting government and union policies, plus public expectations and neighborhood factors. Understanding what levers to pull to transform such an institution into an optimum learning environment involves far more than a theory of human learning.

Even when good quality research identifies some relationships as "statistically significant," those relationships may not be very "robust." For example, smaller class sizes, or other revised practices, may slightly improve pupil learning, but is such extra learning worth the substantial increased cost involved? And how do we know that there are not other, better ways of spending our limited education dollars? Beyond the matter of complexity, there lies ideology. We cannot know everything. Thus, preferences and value-based opinions must guide the choice of research and funding targets. Since our findings are usually incomplete, people put different interpretations on inconclusive information. Furthermore, the proponents of such interpretations often preface their contentions with the sacred phrase "research shows." Finally, scholars often conclude that their hopes for more funding may rest partly on the support their findings provide for certain preferred policies and ideologies.

American impatience also complicates the matter. Complex institutions such as schools often absorb new discoveries slowly. Thus, developing well-conceived innovations, and seeing them into effect, may take decades. Such a process may dishearten legislators and parents who wrongly but understandably hope for more direct results. As a result, researchers and funding agencies may focus excessively on short-range, dramatic activities — whatever is currently "hot."

Recommendations:

1. States should eliminate all requirements that school administrators must be former teachers, or that they must possess formal training in education per se. Instead, states should be prepared to "certify" as school administrators men and women of diverse backgrounds who can demonstrate outstanding leadership potential, broad-gauged intelligence, and general understanding of organizational dynamics and educational processes. Such "demonstration" should take the form, initially, of tests, interviews, proof of prior leadership experience and other evidence of "likely" success. This examination should lead to an interim license that can be converted into a periodically renewable regular license upon at least one year's successful performance in a leadership role (or completion of a suitable apprenticeship).

2. State and local school systems should develop traineeships, apprenticeships and internship programs, complete with suitable opportunities for advanced study in universities or elsewhere. Then, promising young and mid-career non-education trainees can more easily be "developed" as education leaders.

3. Education research organizations, institutes, agencies and centers, as well as the faculties of schools of education themselves, should make sustained efforts to attract outstanding scholars (and graduate students) from many fields to join their staffs, to participate in their work, even to lead them.

4. Our political leaders should decide to insulate some education research from the political process, so more long-range efforts can be attempted. The early history of the RAND corporation may serve as a model. The caliber of RAND's research during the 1950s was high because (a) the federally funded research center was sited 3,000 miles away from Washington; (b) RAND was provided with reasonably secure funding for nearly ten years and put under no pressure for demonstrable results; and (c) the researchers were well qualified people who deliberately selected their own priorities after consulting with Air Force staff. Education, like the military, is important enough to justify such a risky research enterprise, and it should be able to attract quality people.

5. The numerous constituencies now debating the future of more short-range research (such as that sponsored by the NIE) must engage in profound compromises to develop more stable funding bases and principles. The persistent pursuit of ideological goals, on both the left and the right, and the protection of institutional bases have lowered the credibility of the entire endeavor.

ISSUE 8

REEVALUATING UNDERGRADUATE EDUCATION

The Issue:

The quality of American undergraduate education is as much in need of careful scrutiny as that of elementary/secondary schooling, and so are public policies bearing on undergraduate education. But deliberate consideration is needed to see what is wrong, and what can be done about it.

Discussion:

The nation has been obsessed in the last two years with "excellence" in the primary and secondary schools, but until very recently little attention has been paid to analogous issues in two- and four-year colleges. Yet there are many signs that higher education has not satisfactorily recovered from the excesses of the late sixties and early seventies. Indeed, new erosion is occurring, much of it the result of the panicky effort to maintain enrollments by admitting (and often recruiting) students of low ability and weak preparation.

Some colleges and universities have tried (or been compelled) to raise their entrance standards as part of the effort to elevate high school exit standards. But the number is small. Furthermore, the new standards ordinarily relate to formalistic criteria such as the number of years of particular courses that applicants must take, rather than objective indicators of knowledge or intellectual prowess.

Almost all nationally normed college "exit" examinations, such as the Graduate Record Exams, have shown steadily declining average scores over the past decade. (The G.R.E. verbal average has fallen farther and faster than the S.A.T. verbal score, implying that colleges not only are failing to make up for the inadequacies of entering students, but also are, in a sense, accelerating the deterioration.) Few colleges have pre- and post-test systems for students or comprehensive exit exams required of all students. At an aggregate level, there are not yet any general measures of young adult learning to correspond to the National Assessment of Educational Progress. A few undergraduate colleges have impressive "core" curricula. In most, however, a "smorgasbord" of elective courses is the dominant pattern of curricular organization.

The disorder which has afflicted many secondary schools has extended into some campuses. Informed observers report frequent problems with student cheating, disorderly conduct in poorly monitored dorms, and generally lax direction of students by supposedly responsible adults. Some of the laxity may be attributed to court decisions excessively restricting the power of college authorities. But the

role of education in developing youth character does not end with high school, although the forms of instruction necessarily vary.

Other problems besetting many colleges and universities include: procedures for selecting administrators that militate against the designation of strong leaders and persons with clear ideas, slipshod standards of teaching and research among faculty, and a loss of the sense that controversial issues should be examined and discussed on campus without regard to politics or ideology.

Meanwhile the cost of higher education continues to soar and the public is asked to pay a larger share of it through various means, ranging from institutional subsidies to student grants and loans. With increased dependency on public funds, of course, comes increased regulation and diminished academic sovereignty. It is true that a number of these problems are familiar. Furthermore, in the recent past, there have been several reports to the public which have demonstrated constructive concern with some of the dissatisfaction just recited. Still, there is little evidence that the "academic community" is assuming sufficient responsibility for quality control The external scrutiny which has occurred needs to be continued, intensified, and given broader focus.

Recommendations:

1. A National Commission on Excellence in Higher Education, consisting primarily of distinguished laymen, should undertake the fact-finding and analysis that can lead (if warranted) to clear policy recommendations for the improvement of American undergraduate education. The Commission should be concerned with both the academic and character development aspects of higher education. It would be appropriate for the President of the United States to appoint such a commission.

2. State and private support for student scholarships and other aid to higher education should be related more closely to standards of student performance than has recently been the case.

3. The projected extension of the National Assessment of Education Progress to cover young adults should be developed and put in operation. We need more feedback from this important research tool.

4. More two- and four-year colleges should apply their own forms of quality control. Such control might consist of requiring uniform comprehensive exit exams for students, or pre- and post-tests that appraise student learning through their college years.

5. Federal student aid policy should be re-examined with an eye to giving greater weight to the matter of financial need and to recognizing individual achievement. Conversely, less weight should be given to broad distribution of aid to high proportions of applicants who do not display significant financial need or academic potential.

ISSUE 9

RECEIVING ACCURATE INFORMATION ON SCHOOLS AND PUPILS

The Issue:

Clear, well-organized statistics on school operations and school effects are indispensable for improving education. Unfortunately, data usually made available to the media, parents, and policymakers are inadequate.

Discussion:

Schools and districts publish a great deal of information. However, the format and the substance of such statistics are often of little help in discovering what is really going on. Many commentators believe that the inadequacy of the current information systems is not accidental — they know that many school administrators try to hide or obscure embarrassing information. Furthermore, good quality education data, collected on state and national levels, can also permit interdistrict and interstate comparisons. Such varied and regular assessments can help parents, voters, and the media to evaluate local school, school district, and state policies. But, to improve such statistics, we must recognize more clearly what we want to measure and how.

We first need measures of whether the goals of schooling are being met. There are three such goals: pupils learning things valuable for use after graduation; pupils completing school; and pupils choosing to continue education after high school. These goals are ordinarily measured by standardized test scores, dropout rates, and the college-going rate of graduating seniors. Regrettably, there are problems in measuring all of these goals.

Standardized tests are increasingly used to measure school performance. However, they were originally designed to measure individual student performance. As school efficiency measures, they have a number of limitations. The same or directly comparable tests must be used in different schools in a district; and comparability across districts is also desirable. Comparable tests should be used over a period of years. Test should be relevant to curriculum goals established for the next stages in the student's life, in college, or on a job. Tests should have national norms to allow comparison of the school with the national average. Both dropout rates and college-going rates are difficult to measure. Schools do not regularly follow up on those who graduate, leave, or transfer during school. However, present or ex-students who request transfers or transcripts are a good proxy. Such requests can be compared across schools from year to year. As with achievement testing, the value of these data in improving (or evaluating) the school depends on their public use of

inter-school and inter-district comparisons.

The internal functioning or efficiency of a school can also be described by statistical measures. But this is more difficult than measuring a school's goal-attainment. Still, some measures can serve as indicators. These measures ought to be maintained by each school on a yearly basis. One of these is the proportion of students taking each of certain well-defined courses. Specific high school courses in mathematics and science, such as first-year algebra, second-year algebra, geometry, calculus, chemistry, and physics, are easiest to record, along with first-, second-, and third-year foreign language courses. Other indicators of functioning are teacher absenteeism and turnover, pupil failure rate by grade, and transfer rate.

There is an important limitation on using performance and functioning measures for comparative purposes. Pupil performance and conduct are strongly affected by home background and prior academic preparation. Many schools do routinely obtain some information about such factors; this information can sometimes be adapted to permit meaningful comparisons among schools, or over time.

The National Assessment of Education Progress is a different, and potentially valuable, yardstick at local and higher levels. Unfortunately, pressure groups have prevented policy-relevant comparisons, and few school districts have linked their district-wide testing to the Assessment.

If the different forms of data described are more available, they can affect school, district, state and national education policy decisions and the findings of education researchers. They can also improve parent decisions about where to live or which magnet schools to select. And the media can engage in more informed reporting.

Recommendations:

1. School districts should collect and make public data on student achievement on a school-by-school basis for at least two of the grades covered by each of the typical schools in the district, preferably grades toward the beginning and end of the school span, e.g., in a K-8 school, grades two and eight. The data should include information about student background and preparation to allow for warranted comparisons. The reports should be based on national norms. Administrators should design and monitor the testing process so it is fairly managed. The media should appropriately report and analyze such data.

2. The testing administered should be linked to standardized international tests where possible (such tests now exist for mathematics for age 13 and high school seniors, and sciences at ages 10, 14, and high school seniors). This permits comparison to international as well as national standards.

3. Achievement testing should move towards measuring specific subject-matter competencies; in other words, to measure pupils' learning of the curriculum.

4. School districts should maintain yearly school-by-school records of dropout rates at each grade level, and the rate of college-going for graduating seniors. They should also maintain records of teacher turnover, student turnover,

teacher absenteeism, student failure rate by grade, and rates of student enrollment in well-defined courses.

5. These measures of school goal-attainment and school functioning should be publicly available, both for parental use and for research and policymaking use. Florida and California, for example, are carrying out exemplary state level efforts at the compilation and publication of such information.

6. State legislatures, school boards, and school administrators should take measures to carry out these procedures. Researchers and companies developing standardized tests could also assist in the design of appropriate instruments. In particular, state education departments, and possibly the U.S. Department of Education, should develop diverse, but standardized, evaluative systems — since districts usually lack the capability for such efforts. Districts, or schools, with different curriculum priorities could then choose among technically adequate systems. Federal agencies should cooperate with international agencies to facilitate the selective development and application of internationally standardized tests.

7. The National Assessment of Education Progress is an important tool for describing the current state of cognitive learning in the United States. The U.S. Department of Education can and should improve the quality of the information collected by combatting the tendency to conceal data which disclose differences in performance among schools, districts, and states. One measure which might advance this end would be for the Secretary of Education to delegate the supervision of both national education data collection and research policy to an Assistant Secretary of Education, selected for his nonpartisan professional stature.

IN CONCLUSION

The responsibility chart presented here is a sobering document. On the average, six different groups of persons or institutions have to cooperate to carry out one of our typical recommendations on a large scale; and nine entities have to cooperate to carry through our recommendations about improving teaching. Under such circumstances, it is understandable why even good ideas about education move slowly. A sense of urgency must be combined with dedication and persistence. But important improvements can be broken down into smaller components, and many recommendations can be carried out by individuals (on a small scale). And such localized activities can improve our understanding and develop examples for emulation elsewhere. There are signs that a good start has been made in many parts of America. We now have to recommit ourselves to our individual and group responsibilities to maintain that effort. Our children, and our country's future, deserve no less than such a wholesome dedication.

ALLOCATION OF RESPONSIBILITY FOR ACTION

Persons and institutions immediately able to help implement recommendations

	GOOD CHARACTER	ACADEMIC PERFORMANCE	THE ACADEMICALLY TALENTED	TEACHERS AND TEACHING	CURRICULUM AND TEXTBOOKS	CHOICE	POLICYMAKING AND RESEARCH	UNDERGRADUATE EDUCATION	ACCURATE INFORMATION
PARENTS	X	X				X			X
TEACHERS	X	X	X	X	X				
LOCAL PUBLIC SCHOOLS	X	X	X	X	X	X	X		X
PUBLIC SCHOOL DISTS.	X	X	X	X	X	X	X		X
STATES AND STATE AGENCIES	X	X	X	X		X	X	X	X
FEDERAL GOVERNMENT		X						X	X
PRIVATE SCHOOLS	X	X	X	X		X			
MEDIA									X
EDUCATION RESEARCHERS	X	X					X		X
INSTITUTIONS OF HIGHER EDUCATION			X	X			X	X	X
PRIVATE GROUPS FORMALLY CONCERNED WITH EDUCATION	X		X	X	X	X	X	X	
PROMINENT CITIZENS			X	X			X	X	
COURTS	X		X	X		X		X	

PARTIAL DISSENTS BY SOME SIGNERS

David A. Bennett: I believe the statement represents the mainstream of responsible education reform in this country. My endorsement is qualified only by my concern about its sympathy for "providing public support, via subsidies or tax credits, for private schools." I fully appreciate the value of educational alternatives. Indeed, I was principal architect of a "voucher" program for the Milwaukee Public Schools, under which all parents had choices from a wide variety of public school programs. However, I do not believe such programs should be extended to provide public support for non-public schools. I support the view found in the statement, that "private schools which hope to receive, directly or indirectly, significant government benefits without government intervention may be deceiving themselves...."

Allan C. Carlson: In developing the Statement, the signers decided to by-pass the education approaches of "values education" and "sex education." (And sex education usually goes far beyond transmitting simple biological facts.) The decision was a useful device for building consensus. However, it avoids confronting two areas where students' moral values and character-formation are often systemically undermined. Progress in assisting character formation can be made through many means, as the Statement outlines. But full success cannot be achieved until these two approaches are removed from the curriculum.

Stanley M. Elam: The Statement recommends "substantial salary, increases in the later stages of the teaching career", and scholarships and loans as inducements for bright students to enter teaching. These are the only ways in which the Statement recognizes that teaching is so poorly rewarded in our society that not enough good people will enter or remain in the profession. I would add that the economic rewards of teaching must equal those of other major professions requiring similar ability and preparation for success. This will take a lot of tax money. The Statement also suggests that "the majority of signers" approve of subsidies and tax credits for private schools" in order to promote choice and competition. I believe such subsidies and credits would be a major error, not only weakening public education but eventually subjecting "private" schools to state authority and destroying their freedom to do some of the things they now do (not all of which I approve). The common public schools are still the greatest bulwark of democracy we have, and they must not be undermined. I am a strong supporter, however, of competition and choice **within** the public school system. It can be achieved if the public insists upon it.

William H. Schreiner: I find it comfortable to support the major tenents of the Statement, however, I disagree with some of the ideas advanced in the discussion about parent and pupil choice.

Richard Stephenson: Increasing the school choices available to parents and pupils is desirable. But, considering the appearance of neo-conservatism in America, it is difficult to view tax credits for private schools as other than instruments for making "good" schools better, or richer, and "poor" schools poorer, or worse. It understandably goes against the grain for middle or upper class parents to consign their children to second-rate schools, if a better one is available. Similarly, most lower class parents, if possible, will opt to send their children to schools with demonstrably good programs. As the prime receptacle for minority and lower class students, urban public schools do not enjoy a high reputation. As a consequence, it is likely that tax credits would further widen and deepen race and class segregation. Thus, such a revised policy would imperil the existence of urban public schools.

STATEMENT ORDER FORM:

Mail to Thanksgiving Statement, c/o ARL, 2605 W. 147th St., Posen, IL 60649

Enclosed is my check for $_____, for _____ copies of **Developing Character: Transmitting Knowledge.** Please mail this order to me at the address below. (One to nine copies: $4.00 each including postage; ten or more copies may be ordered at $3.00 each.) Make check payable to Thanksgiving Statement.

_____

Name

_____

Street Address

_____

City, State and Zip Code

Robert Hogan, McFarlin Professor of Psychology and Chair, Department of Psychology, University of Tulsa. He was formerly Professor of Psychology and Social Relations, Johns Hopkins University, and is Editor, **Journal of Personality and Social Psychology**. Among his many publications is **Personality Theory**.

Judith S. Kleinfeld, Professor of Psychology, College of Human and Rural Development, University of Alaska, Fairbanks. She is the author of **Eskimo School on the Andreanfky**, and over 30 articles and 60 research reports on youth and community activities.

Ernest W. Lefever, Ph.D. (in Christian Ethics, Yale University), Founding President, Ethics and Public Policy Center (Washington, D.C.). He served on the Values Education Committee of the State of Maryland (1979-1983). He is the author of hundreds of articles for the popular and scholarly press, and eight books, including **Ethics and United States Foreign Policy**, and **Amsterdam to Nairobi: The World Council of Churches and the Third World.**

Robert MacGregor, President, Chamber of Commerce of Greater Kansas City. He was formerly President, Chicago United; Vice President and Executive Director, Dayton-Hudson Foundation; Member, City Council of Minneapolis; and Chair, Morgan Park High School Parents Council.

William C. McCready, Associate Professor of Social Service Administration, University of Chicago, and Director, Cultural Pluralism Center, National Opinion Research Center. He is also editor of **Culture and Ethnicity**, and has written seven other books and numerous articles on the sociology of religion.

Michael Novak, Director, Religion and Public Policy Project, American Enterprise Institute (Washington, D.C.). He is the author of numerous scholarly and popular books and articles on public issues. He has held teaching positions at Harvard and Stanford Universities. He was formerly Chief, U.S. Delegation, United Nations Human Rights Commission in Geneva, and is currently Member, Board of International Broadcasters (which governs Radio Free Europe).

Andrew Oldenquist, Professor of Philosophy, and Member, Mershon Center Faculty, Ohio State University. His recent publications include **Normative Behavior**, and articles on ethics, education, biology and society, and social philosophy.

Kevin Ryan, Professor of Education, Boston University, and Director, Boston University-Portugal Program to Develop a System of Education Colleges for Portugal. He is the author of twelve books on education issues focusing on teacher education and moral education. He has formerly been a member of the faculties of Stanford, Harvard, the University of Chicago and The University of Ohio.

Francisco D. Sanchez, Jr., Superintendent of Schools, Alburquerque, New Mexico. He is a Member, Board of Trustees, College Board, and a Member, Policy Board, University of California, Los Angelos, Center for the Study of Evaluation. He was formerly a Member, National Commission on Excellence in Education. He was selected as one of the One Hundred Top Executive Educators.

William H. Schreiner, Ph.D., Principal, Glenbrook South High School (Glenview, IL). In 1984 the school was selected, as an excellent school by the U.S. Department of Education, and he was designated as the outstanding principal in the State of Illinois by the National Association of School Administrators. Since 1970, he has also served as the President of the Central Suburban High School League.

Henrietta S. Schwartz, Dean, College of Education, San Francisco State University. She has been Principal Investigator on 26 grants for studying schools throughout the nation. She was formerly Dean, College of Education, Roosevelt University; faculty member, University of Chicago; and Assistant Principal of a Chicago public high school.

Richard Stephenson, Ed.D., Principal, Dunbar High School, Chicago public school system. He is a Member of the Boards of Directors of the Illinois High School Principals Association, and Bok House. He is also Vice President, High School Auxiliary, Chicago Principals Association, and a member of the Chicago Association of Black Educators.

Ernest van den Haag, Professor of Jurisprudence and Public Policy, Fordham University. He is the author of ten books and over 200 articles in learned journals. He was formerly Professor of Social Philosophy, New York University, lectured on sociology and psychology at the New School for Social Research. He is a practicing psychoanalyst.

James Q. Wilson, Shattuck Professor of Government, Harvard University. Author of numerous books and articles on public issues, including **Thinking About Crime**.

Developing Character: Transmitting Knowledge is published by the Thanksgiving Statement Group, c/o ARL, 2605 W. 147th St., Posen, IL 60649. One to nine copies may be ordered at $4.00 each, including postage; ten or more copies may be ordered at $3.00 each. Orders may be made by calling (312) 597-0121 for an additional $2.00 per order. Part or all of the text may be quoted without permission, although some reference to the **Developing Character: Transmitting Knowledge** Statement would be appreciated.